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ABSTRACT

In 1982, a study was conducted to identify the effects on Washington's community colleges of state legislation requiring tuition and fee increases for 1981-83 and altering residency policies. Presidents, deans of instruction, deans of students, admissions officers, financial aids officers, registrars, adult/continuing education directors, and student government leaders at each of the community colleges were asked to provide opinions and observations about the direct effects of the tuition and fee increases in their areas of work. Responses were received from 133 administrators and student leaders, representing views from all 27 colleges in the system. The study revealed that tuition and fee increases: (1) discouraged part-time student enrollments; (2) diverted some university-bound students to community colleges; (3) made it more difficult for low-income students to attend; (4) reduced off-campus course offerings; (5) diminished opportunities for employed persons to upgrade their work skills; (6) made attending a community college a more narrow social and cultural experience; and (7) increased both administrative and academic workloads. However, the increases also seemed to make students better shoppers for educational services, increase the "fill rates" of some courses, and force institutions to examine course schedules in light of changing demand. The questions addressed to each respondent group are included. (Author/AYC)

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STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

TUITION AND FEE INCREASE IMPACTS ON THE STUDENTS, PROGRAMS, AND OPERATIONS OF WASHINGTON COMMUNITY COLLEGES

Abstract

The impact of tuition and fee increases on the twenty-seven community colleges was neither unexpected nor surprising. Increasing the cost to students appeared to have played a role in changing enrollment patterns, altering the demand for certain types of courses, and increasing institutional workload.

The primary motivation for legislating tuition and fee increases was to enhance general fund income. The "secondary effects" of the increases that are described in this report were significant, although somewhat coincidental, results of that policy decision. They undoubtedly altered the character of the institutions and influenced the personal lives of those who attended or who had hoped to attend.

The findings of this study suggest that the decision to increase tuition and fee charges (1) discouraged enrollments of part-time students, (2) diverted some university-bound students to community colleges, (3) made it more difficult for low-income students to attend, and (4) reduced off-campus course offerings. In addition, (5) the increases appeared to have diminished opportunities for employed persons to upgrade work skills, (6) made attending a community college a more narrow social and cultural experience, and (7) increased both administrative and academic workloads.

On a more positive note, (8) the increases seemed to make students better "shoppers" for educational services, (9) increased the "fill rates" of some courses, (10) enhanced enrollments in liberal arts courses, and (11) forced institutions to examine course schedules in light of changing demand.

VC 830 009

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION
319 Seventh Avenue, FF-11
Olympia, WA 98504

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THE STUDY

Assessing the impact of a tuition and fee increase is at best a speculative task because it involves describing many things that DID NOT happen--students who did not attend, enrollments that did not occur, course sections that were cancelled due to low enrollments, or unsatisfied requests for financial aid. However, college administrators who deal with such matters on a daily basis can describe effects that are wholly or partly the result of increased costs to students.

This report summarized observations of 133 community college administrators and student leaders in response to survey questions (see Appendix) about the effects of legislation requiring tuition and fee increases for the 1981-83 biennium. That legislation was SSB 4090 (Chapter 257, Laws of 1981) and SHB 784 (Chapter 37, Laws of 1982 ex. sess.). SSB 4090 increased the maximum tuition and fees chargeable to community college students in 1981-82 from $10.20 to $15.70 per credit hour (54 percent) and in 1982-83 to $17.30 per credit hour (10 percent additional) or 70 percent over the two-year period.

SHB 784 made a number of changes that affected the tuition and fee rates for certain classes of students. Military and federal employees and their dependents were no longer granted resident tuition status. Tuition and fee waivers were limited to resident students. A minimum charge equivalent to the amount assessed for two credits was established and an additional charge was required for enrollment in more than 18 credits. Both legislative acts impacted college students and the institutions.

Respondents to the survey were asked to identify effects directly related to the required increases, as opposed to those resulting from budget reductions, program changes made for other reasons, increased operating costs, or other variables. Questions were directed to the college officer responsible for each of seven distinct administrative functions--general administration (president), instruction, student services administration, financial aids, registration, admissions, and continuing or adult education. In addition, student government leaders were asked to respond. Responses were received from all 27 of the colleges in the system.

Tuition and fee increases have observable effects on both students and operating functions of a college. The study reported here was an attempt to describe those effects. The impact of tuition and fee increases, whether intended or coincidental, should be understood and taken into consideration if and when the legislature reviews future increases triggered by the automatic adjustment procedure currently required by statute.

LIMITATIONS OF THE STUDY

As noted above, the respondents in this study were asked to describe events on the campuses that they felt were directly related to the increases in tuition and fees. It must be remembered, however, that during the current biennium the colleges were required to make budget reductions that totaled 10.4 percent. Thus, two forces were at work. Both affected the ability of the colleges to provide educational services and students' opportunities to take advantage of them.

Enrollments declined state-wide during the period in question. A major portion of the decline was the result of program cuts due to budget reductions. Nonetheless, survey respondents attributed part of the enrollment declines to the tuition and

fee increases. This was particularly true in instances when a scheduled course had to be cancelled because too few students sought to enroll. At the same time, the demand for certain classes, particularly on-campus day sections, exceeded the available openings.

Relating the causes and effects under these circumstances is difficult. Yet, college officials who deal on a daily basis with such functions as admissions, registration, financial aids, course scheduling, or student advising have first-hand knowledge of changes that occur.

This study, then, represents the general impressions offered by the group of people best situated to observe the effects of the 1981 and 1982 legislative policy decisions regarding tuition and fee charges and residency status in Washington higher education institutions.

IMPACT ON STUDENT GROUPS

Lower income students are the primary group impacted by any increase in tuition and fee charges. This was confirmed by the responding college administrators' reports that the increases resulted in a reduction in the number of part-time students.[1] This group typically includes many low income students. However, it also includes many adults who enroll for the purpose of upgrading work skills or developing other skills.

Undoubtedly, some portion of this decrease was due to cancellation of course sections as a means of meeting budget reduction targets. A large proportion of cancelled classes were those taught by part-time faculty, who as a group represented 40 percent of the instructional workforce in fall, 1980, but decreased to 32.5 percent in fall, 1981.

> "STUDENTS, PARTICULARLY AT THE LOWER INCOME LEVELS, WERE ADVERSELY AFFECTED AND THEY EITHER REDUCED THEIR LOADS OR DID NOT ENROLL AT ALL."
> President

> "THE DILEMMA IS THAT THERE ARE PEOPLE WITH MONEY WHO FILL THE LIMITED OFFERINGS AND TAKE OUR 'WAITING LIST' SPOTS. PEOPLE WHO NEED TRAINING THE MOST FOR UPWARD MOBILITY FIND IT INCREASINGLY MORE DIFFICULT (to attend)."
> Dean of Students

Another group of students impacted by the increases included those who required remedial and academic skill-building courses. Many members of this group are economically or culturally disadvantaged persons, school dropouts, or former full-time homemakers seeking to return to the educational community or workplace. Survey responses tended to indicate that many such students either decided not to enroll or chose other courses that were specific degree or certificate requirements. Forgoing remedial instruction may contribute to higher failure rates in the other courses attempted.

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1 Student headcount (State Supported and Contract Courses)

	Fall 1980	Fall 1981
Full-time	69,910	65,077 (- 7%)
Part-time	122,439	82,971 (-32%)

"STUDENTS WHO MAY NEED REMEDIAL CLASSES ARE RELUCTANT TO PAY THE HIGHER TUITION AND THEREFORE LIMIT THEIR SUCCESS IN THE REGULAR COLLEGE PROGRAM." Dean of Instruction

"MANY ARE FINDING IT NECESSARY TO CHOOSE AN ALTERNATIVE PROGRAM INSTEAD OF COMPLETING THE HIGH SCHOOL DIPLOMA PROGRAM." Dean of Instruction

"LEARNING ASSISTANCE LABORATORY ENROLLMENTS ARE DROPPING DRAMATICALLY AND INDICATIONS (suggest) A CONTINUING DECLINE IN ENROLLMENT IN THIS AREA." Dean of Instruction

The responding administrators also observed that a change in the ethnic mix of the student body was a side effect of the increases. Here again, members of minority groups typically constitute a high proportion of those who enroll in remedial courses, those who attend on a part-time basis, or who are low income students.

"THE NUMBER OF MINORITY STUDENTS IN ATTENDANCE APPEARS TO BE DECREASING. THIS APPEARS TO BE THE SAME FOR THOSE IN OTHER DISADVANTAGED GROUPS AS WELL." Dean of Students

"(We experienced) A DECREASE OF 247 PERSONS OR 28 PERCENT FEWER ETHNIC MINORITY STUDENTS ON CAMPUS." Dean of Students

Enrollment statistics do not support the above observations. State-wide, community college minority enrollments decreased only one percent from fall, 1980, to fall, 1981, while enrollments in the "All Other" category decreased 25 percent. The difference is due mostly to a 29 percent increase in enrollment of Asian students. However, as the following table shows, all other categories of minority students decreased.

	Fall 1980	Fall 1981
Asian	5,897	7,627 (+29%)
Black	4,165	3,571 (-14%)
Native American	2,698	2,072 (-23%)
Hispanic	3,238	2,557 (-21%)
All Other	176,351	132,221 (-25%)

Even colleges that experienced relatively large numerical decreases in minority student enrollments still maintained constant proportions of minority and non-minority students.

Surprisingly, many Puget Sound area colleges actually increased the proportion of minority students enrolled. For example, the three-campus Seattle Community College increased the proportion of minority student enrollments from 17 percent in fall, 1980, to 23 percent the following fall quarter. The rather large increase in students of Asian heritage was apparently due to the increasing population of Asian refugees, many of whom enroll in tuition-free, federally-funded special courses.

These findings do not support the conventional wisdom that suggests minority enrollments are negatively affected by tuition and fee increases. Apparently, that was true with regard to the 1981-82 increases. It remains to be seen whether the additional increases for 1982-83 change that relationship.

At least some of the respondents identified positive aspects of the changes in the student body. They reported that the persisting students appeared to be more serious about their studies and that the number of dropouts was reduced.

> "THE QUALITY OF THE STUDENTS IMPROVED WITH INCREASED CONCERN FOR THEIR EDUCATIONAL INVESTMENT. Dean of Students

> ". . . (the increases) HELPED RESHAPE THE FOCUS OF (our) CONTINUING EDUCATION PROGRAM TO OFFER COURSES THAT STUDENTS PERCEIVE AS POSSESSING IMMEDIATE AND PRACTICAL BENEFITS TO THEM."
> Dean of Continuing Education

> "THERE ARE FAR MORE APPLICANTS THAN WE CAN ACCOMMODATE. WE HAD THE HIGHEST LEVEL OF RETENTION, FROM QUARTER TO QUARTER IN 1981-82, THAT WE EVER HAD. THE AVERAGE CREDIT-HOUR LOAD INCREASED BY TWO CREDITS OVER 1980-81." Dean of Students

Some other economic and demographic factors appeared to have interacted with the tuition and fee increases. Colleges located in rural areas and smaller urban areas with high unemployment experienced relatively greater enrollment declines for fall quarter, 1981. Conversely, institutions in metropolitan areas tended to have proportionally smaller declines. Urban areas apparently were able to profit from the larger pool of potential students and the tendency of a larger number of students to choose local, low-cost colleges.

> "APPLICATIONS ARE RUNNING APPROXIMATELY 500 AHEAD OF THE SAME TIME LAST YEAR. REGISTRATION APPOINTMENTS ARE BEING KEPT AT THE RATE OF 95 PERCENT INSTEAD OF THE USUAL 80 PERCENT. CERTAIN VOCATIONAL PROGRAMS THAT HAVE HISTORICALLY GONE UNFILLED ARE AT CAPACITY LONG BEFORE CLASSES BEGAN." Registrar (urban college)

> "ENROLLMENT ON BOTH AN FTE AND HEADCOUNT BASIS DECLINED THROUGHOUT THE YEAR, ALTHOUGH THE PROPORTION OF FULL-TIME STUDENTS WAS GENERALLY HIGHER THAN IN PREVIOUS YEARS." Admissions Director (rural college)

> "WE ARE SEEING A CHANGE IN OUR HEADCOUNT IN THAT IT IS GETTING LOWER AND LOWER EACH YEAR, BUT THE FTE COUNT HAS NOT DROPPED AT THE SAME RATE."
> Registrar

> "LOCAL HIGH SCHOOL COUNSELORS HAVE TOLD ME THAT INCREASING NUMBERS OF THEIR GRADUATES ARE CHOOSING COMMUNITY COLLEGES OVER FOUR-YEAR INSTITUTIONS MAINLY BECAUSE OF HIGHER TUITION COSTS." Admissions Director

Consistent with the reported decrease in part-time students, several respondents commented that the student body in general appeared to be younger than in previous years. Enrollment statistics show that students under age 25 represented 41 percent of the student body in fall, 1981, but only 37 percent the previous fall quarter. This may have been related to the decrease in part-time students, who tend to be older than the traditional college-age student group. This finding supported indications that one effect of the tuition and fee increases was a shrinking of the colleges' efforts to extend their offerings to other parts of their service areas. Younger students tend to enroll in on-campus, day courses.

"WE ARE EXPERIENCING A GREATER NUMBER OF HIGH SCHOOL GRADUATE ENROLLEES--YOUNG PEOPLE WHO WERE DIRECTED TO A FOUR-YEAR COLLEGE BUT WHO BECAME AWARE THAT THEY COULDN'T AFFORD THE COST." President

"AS A RESULT THEY APPLY AND ENROLL EARLIER AND DISPLACE OTHER STUDENTS (HANDICAPPED, DISADVANTAGED, DISPLACED, ETC.) WHO WOULD HAVE ENROLLED AT COMMUNITY COLLEGES BUT CANNOT, DUE TO LIMITED SPACE." President

"WE APPARENTLY HAVE SOME 200 MORE FULL-TIME NEW STUDENTS THAN LAST YEAR. WE ARE RUNNING OUT OF CLASS OFFERINGS WITH TWO WEEKS UNTIL SCHOOL STARTS." Dean of Students

"COST-SAVING (by students) APPARENTLY HAS BEEN THE CAUSE OF THE 17 PERCENT INCREASE IN APPLICATIONS TO ATTEND OUR COLLEGE TRANSFER PROGRAM." Admissions Officer

Other changes in the student body included an increase in the number of persons who transferred to the community college from four-year institutions. Typically such transfers are motivated by the need to take advantage of the lower tuition and fee rates charged by the two-year colleges. This phenomenon has an additional effect. The demand for liberal arts courses (as opposed to vocational offerings) increased. Fill rates in such courses were reported to be higher than normal, although this effect was not universal throughout the colleges.

"THERE HAS BEEN A GREATER DEMAND FOR OUR LIBERAL ARTS, DAY-ON-CAMPUS CLASSES AND OUR AVERAGE CREDIT HOUR PER STUDENT IS INCREASING." Dean of Students

"STUDENTS HAVE ALSO BEEN LESS LIKELY TO TAKE AN ADDITIONAL COURSE IN THE FINE ARTS OR MUSIC (if they had to pay an additional charge)." Director of Human Resources

Whether or not the legislature intended the tuition and fee increases to change the character of the student body as a matter of policy, that was in fact the case. Enrollment declines in colleges that serve areas having military installations were noted. This was the result of the legislative repeal (SHB 784) of a statutory grant of resident status to military personnel, federal employees, and their dependents. Numerous administrators said that the number of non-resident and foreign students was lower as a result of the significantly higher rates mandated. This resulted in what might be called "cultural retrenchment" regarding the social experience of attending college.

"(We have noticed) A DROP IN FOREIGN STUDENT ENROLLMENT BY MORE THAN 60 PERCENT." Dean of Students

"FEWER STUDENTS HAVE THE TIME TO PARTICIPATE IN SUCH PROGRAMS AS ATHLETICS, MUSIC, STUDENT GOVERNMENT, AND CLUBS (because of the need to earn more)." Student Programs Director

"OUR NON-RESIDENT ENROLLMENT HAS DECREASED BY APPROXIMATELY 60 PERCENT IN THE PAST YEAR." Admissions Director

This latter comment is significant in two ways. Colleges located close to the state's borders enrolled fewer non-resident students. The higher tuition and fees that would have been paid by such non-attenders, therefore, did not flow into the state's general fund.

"MANY STUDENTS WHO APPARENTLY MOVED TO WASHINGTON (from northern Idaho and western Montana) BUT HAVE NOT SATISFIED RESIDENCY REQUIREMENTS HAVE CHOSEN NOT TO REGISTER RATHER THAN PAY INCREASED NON-RESIDENT TUITION."
Dean of Students

Participation patterns of students were observed to have changed in other ways also. Financially independent students had to earn more to accommodate the higher costs. Survey respondents reported an increase in the number of students who found it necessary to leave college temporarily until their personal financial circumstances permitted further attendance. At the same time, the number of students who failed to enroll after having been formally admitted also increased.

"IT APPEARS THE TOTAL (withdrawals) WILL EXCEED (last year's total) BY APPROXIMATELY 50 PERCENT."
Dean of Students

"STUDENTS ARE HAVING AN INCREASINGLY DIFFICULT TIME SCHEDULING NEEDED CLASSES AROUND WORK SCHEDULES."
Dean of Students

"EARLY (registration) PERIODS HAVE EXPERIENCED A MUCH LARGER PERCENTAGE OF 'NO SHOWS.'"
Dean of Students

"I WORK (part-time) IN THE ADMISSIONS OFFICE. OFTEN, AFTER I'VE EXPLAINED THE NEW TUITION RATES, A STUDENT WILL SAY, 'FORGET IT.'"
Student Leader

One of the most frequently reported effects of the tuition and fee increase was related to course loads attempted by students. The proportion of full-time students (more than ten credits) and the average number of credits per student increased. At the same time, the number of students registering for more than 18 credits decreased, undoubtedly because of the additional charges required for "overload" registrations by the provisions of SHB 784.

"THE EXTRA TUITION CHARGES FOR OVER 18 CREDITS ARE CAUSING MASSIVE PROBLEMS IN OUR MUSIC, PRE-ARCHITECTURE, AND PRE-ENGINEERING LIBERAL ARTS PROGRAMS (where) A STUDENT IS REQUIRED TO TAKE OVER 18 CREDITS EACH QUARTER IN ORDER TO FINISH THE PRESCRIBED COURSES WITHIN TWO YEARS."
President

"THIS ALL AFFECTS THE AVERAGE STAY OF A STUDENT. A TWO-YEAR PROGRAM MAY IN FACT TAKE THREE YEARS TO ACCOMPLISH."
Student Leader

"IN SOME INSTANCES THIS HAS CAUSED THEM TO HAVE TO DELAY THEIR EDUCATIONAL PLANS, WHICH PUTS THEM IN A SITUATION THAT THEY ARE CONSTANTLY HAVING TO PLAN FOR EVEN GREATER INCREASES. MANY STUDENTS ARE LOOKING FOR MUCH SHORTER PROGRAMS OF STUDY BECAUSE OF FINANCIAL CONSIDERATIONS."
Student Leader

IMPACT ON EDUCATIONAL PROGRAMS

The character and scope of educational programs seemed to be less affected by tuition and fee increases than by budget cuts, according to administrators' reports. That is not to say, however, that there was no impact. The college administrators reported the greatest effect was on one-credit courses in art, music, and physical education. Apparently many students chose not to enroll in these courses because of the required minimum charge (per HB 784) equal to the amount assessed for two credits of enrollment. Here again, this tended to exclude many part-time students who desired to register for only a one-credit course. These are typically older, employed adults who are attracted to evening and off-campus courses.

> "THERE HAS BEEN A SIGNIFICANT DECREASE IN THE NUMBER AND VARIETY OF COURSE OFFERINGS, PARTICULARLY IN THE AREA OF CONTINUING EDUCATION."
> Dean of Instruction

> "WE SEE LOWER PER STUDENT CREDIT LOADS, SMALLER CLASSES, FEWER OFFERINGS OFF-CAMPUS, AND REDUCED COURSE OFFERINGS."
> President

For reasons similar to those cited above, certain vocational supplementary courses attracted fewer students. These are courses through which employed persons can upgrade their work skills or satisfy requirements for obtaining work-related training. Industrial First Aid and Safety courses were the most frequently cited examples. The State Board made adjustments in rates for these ungraded courses in response to legislators' concern about the low level of such charges. The result was much the same, however. Enrollments dropped and some course sections had to be cancelled.

> "(the increases) VIRTUALLY WIPED OUT INDUSTRIAL FIRST AID AS A VIABLE COURSE OFFERING."
> Dean of Instruction

> "THE TUITION CHANGE HAS REMOVED INDUSTRIAL FIRST AID CLASSES FROM THE COMMUNITY COLLEGE SYSTEM--A REAL BLOW TO OUR RELATIONS WITH INDUSTRIES IN OUR COMMUNITY."
> Director of Continuing Education

> "OTHER STUDENTS ARE ENROLLING AT THE VOCATIONAL TECHNICAL INSTITUTES, WHERE DIFFERENTIAL FUNDING ALLOWS THE BASIC 18-HOUR (first aid) COURSE TO BE OFFERED FOR $10, APPROXIMATELY $20 LESS THAN NEEDS TO BE CHARGED BY THE COMMUNITY COLLEGE."
> Director of Continuing Education

At the same time, the cost of attending appeared to influence student choices regarding the program they entered. Some students apparently found employment or other pursuits before completing their program. Such "early exit" is not uncommon in technical fields.

> "A DECLINE WAS NOTICED IN THE SECOND-YEAR ENROLLMENTS OF VOCATIONAL PROGRAMS SUCH AS GENERAL MECHANICS AND DIESEL TECHNOLOGY."
> Dean of Instruction

> "MORE AND MORE PEOPLE ARE LOOKING FOR A VERY SHORT-TERM EDUCATIONAL PROGRAM LEADING TO A JOB--AT A TIME WHEN EMPLOYERS ARE EXPECTING MORE SOPHISTICATED EMPLOYEES."
> Dean of Students

IMPACT ON ADMINISTRATIVE FUNCTIONS

The impact on certain college administrative functions is a less obvious result of tuition and fee increases. This appeared to have affected student attendance patterns. The most significant such impact is on the financial aids program. Responses from every college reported increases in the number of aid applications processed ranging between 15 percent and 50 percent. At the same time, budget reductions forced colleges to reduce staff in all administrative areas.

One of the conclusions reached by a recent study of students who apply for financial aid was that those who attend local colleges are more sensitive to price differences than are those who can "go away" to college. The study was conducted by the University of Pennsylvania Higher Education Finance Research Institute. This supports the finding that tuition and fee increases redirected some college-bound students to the lower-cost community colleges.

> "THE NUMBER OF FINANCIAL AID APPLICANTS WHO HAD JUST GRADUATED FROM HIGH SCHOOL DOUBLED IN 1981-82." Financial Aids Director

> "(Our) CAMPUS-BASED AID FUNDS WERE FULLY COMMITTED BY JANUARY." Financial Aids Director

> "WE EXPERIENCED AN UNUSUAL FLURRY OF STUDENTS WHO HAD APPLIED FOR AID TO FOUR-YEAR COLLEGES, WERE ACCEPTED THERE, THEN DECIDED TO ATTEND A COMMUNITY COLLEGE INSTEAD." Financial Aids Director

Increased aid application workload, coupled with higher charges, affected students in two ways. Fewer students were able to receive awards, even though there were slight increases in the available amount of funding. As college and general living expenses increase, the "need" an aid applicant can show also increases. Hence, financial aids officers tend to allocate a proportionately greater amount of assistance to the successful recipients. In addition, delays in processing the applications caused some students to delay registration until times when a less favorable selection of classes was available. For some students, this meant a delay in completing a program.

> "MANY STUDENTS ARE NOT ABLE TO REGISTER BY THE FIRST DAY BECAUSE OF AN UNAVOIDABLE SLOWDOWN IN THE (financial aids) PROCESS." Dean of Students

> "THE NUMBER OF APPLICANTS DECLARED INELIGIBLE FOR GRANT AID AT LEAST DOUBLED." Financial Aids Director

> "SCHOLARSHIPS, WHICH COVER THE COST OF TUITION, INCREASED 23 PERCENT IN DOLLARS AND 62 PERCENT IN THE AVERAGE AWARD PER STUDENT, (but) 25 PERCENT FEWER STUDENTS ACTUALLY RECEIVED SCHOLARSHIPS." Financial Aids Director

> "THE NUMBER OF STUDENTS RECEIVING TUITION AND FEE WAIVERS DROPPED 27 PERCENT, WHILE THE AVAILABLE DOLLARS INCREASED $8,233." Financial Aids Director

Delays like those described above reportedly had several spin-off effects. The number of requests for short-term loans increased. More requests for deferring full payment of fees were received. More than the normal number of course changes and withdrawals were noted. It was also reported that the number of students utilizing federally guaranteed student loans increased.

> "THE OBVIOUS CONCLUSION ONE CAN DRAW IS THE TUITION INCREASE HAS FORCED MANY STUDENTS TO BORROW WHO WOULD NOT NORMALLY CONSIDER USING THE GUARANTEED STUDENT LOAN."
> Financial Aids Director

> "THE MAIN THING STUDENTS ASK ME IS, 'CAN I PAY PART OF MY TUITION NOW AND THE REMAINDER AT A LATER DATE?' I REFER THOSE STUDENTS TO OUR FINANCIAL AIDS OFFICE FOR HELP."
> Registrar

It was reported that problems related to financing college attendance consumed a greater amount of the time of counseling staff members and deans. The academic advising program was similarly affected, due to the increased number of students who were "out of phase" in satisfying curriculum sequence requirements as a result of restricted class availability. Although class availability may have been primarily reduced by budget cuts, it was judged by several respondents also to be at least a secondary effect of the tuition and fee increases.

> "WE ARE (making) ADVISING/REGISTRATION APPOINTMENTS AT THE RATE OF APPROXIMATELY 240 PER DAY. HOWEVER, DURING THE LAST TEN REGISTRATION DAYS, WE AVERAGED (only) 82 OFFICIALLY REGISTERED PER DAY."
> Registrar

> "MORE STUDENTS DID NOT COMPLETE THEIR FINAL PAYMENT OF TUITION AND FEES FOR FALL 1982 THAN FOR ANY YEARS IN THE PAST."
> Associate Dean of Students

> "FEWER CLASSES REACHED ENROLLMENT CEILINGS AND MORE CLASSES WERE CANCELLED (for insufficient enrollment) THAN CUSTOMARY."
> Continuing Education Director

CONCLUDING COMMENT

Tuition and operating fee revenue in 1981-82 was approximately $7 million greater than in 1980-81. At the same time enrollment decreased by 14 percent primarily as a result of budget reductions and tuition increases. The unanswered (perhaps unanswerable) question is whether the cost of the secondary effects of the tuition increase described in this report was a reasonable price to pay for the revenue gain.

As suggested in the introduction to this report, there is no way of measuring the cost to those who did not attend because of the tuition increases.

Students whose program completions were delayed may not have entered the labor force as soon, thereby forgoing certain wages and not contributing as much as taxpayers. There may have been a lag in the availability of trained workers. There was undoubtedly some long-term cost related to the increased use of student loans. In addition, family finances in greater amounts had to be expended for college purposes rather than invested or otherwise put back into the economy.

Finally, one can hypothesize a psychological and social cost related to tuition increases. Survey respondents spoke of the "disincentive" the increases represented. Several commented about student resentment over having "to pay more for less" educational opportunity. Lastly, the social and cultural experience of attending college seemed to have been eroded.

Was it worth the price? No one knows for certain. We only know that as a matter of social and economic policy, tuition and fee increases involve both a cost and a benefit. Each must be considered when such decisions are made.

APPENDIX

QUESTION LIST

PLEASE RESPOND TO THE QUESTION MOST DIRECTLY RELATED TO YOUR RESPONSIBILITIES

PRESIDENT	In your opinion, what has been the general effect of the tuition and fee increases made by the legislature for 1981-82 (i.e., from $102 to $157 for full-time residents and from $396 to $610 for non-residents)?
DEAN OF INSTRUCTION	What effects have you observed on the scope, character, or quality of the instructional programs of your college specifically as a result of the 1981-82 tuition increases?
DEAN OF STUDENTS	Can you cite one or more specific incidents that illustrate what you feel to be a direct effect of the tuition and fee increases applied for 1981-82?
ADMISSIONS OFFICER	What specific evidence do you have that leads you to believe that the tuition and fee increases in other institutions affected attendance at your college during 1981-82?
FINANCIAL AIDS OFFICER	What evidence do you have regarding financial aids applicants or awards that you believe is directly related to the 1981-82 tuition and fee increases?
REGISTRAR	Can you cite statistics or other evidence related to the enrollment patterns (e.g., number of credits, registration changes, etc.) that you feel are directly related to the tuition and fee increases for 1981-82, either at your college or other institutions?
CONTINUING OR ADULT EDUCATION DIRECTOR	What specific changes were you required to make in the scope and character of course offerings provided in evening and/or off-campus programs that you feel were directly related to the 1981-82 tuition and fee increases mandated by the legislature?
STUDENT GOVERNMENT LEADER	Can you describe specific instances of students who changed their college plans, attendance patterns, or program choice as a direct result of the tuition and fee increases effective for 1981-82?

YOU MAY ALSO WISH TO RESPOND TO ANY OF THE OTHER QUESTIONS OR ADD ADDITIONAL COMMENTS THAT YOU FEEL ARE GERMANE TO THE GENERAL ISSUE OF TUITION AND FEE INCREASES. BE SPECIFIC AS POSSIBLE AND CITE STATISTICS OR ESTIMATES OF THE EFFECTS OF TUITION AND FEE INCREASES.

THANK YOU FOR YOUR ASSISTANCE.

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